

## A Journey Through the UAE!

A Series of United Arab Emirates Lesson Plans for AP Human Geography

### OVERVIEW:

In this series of mini-lessons students will review key concepts in the AP Human Geography Course Outline through exploring the unique human and physical geography of the United Arab Emirates. These lessons are intended to be presented at the end of the “Cities and Urban Land Use” unit as a review for the AP Human Geography exam. The goal is for students to apply key AP Human Geography vocabulary and concepts to a case study in order to better understand the ideas in the context of the “real world.” Teachers may choose to use one, or all, of the lessons to enhance students’ review of key concepts for the AP test.

NOTE: Most lessons come with additional resources and readings in the “Lesson Resources” document.

### NATIONAL GEOGRAPHY STANDARDS:

1. **Places and Regions:** National Geography Standard #4: The physical and human characteristics of places.
2. **Environment and Society:** National Geography Standard #14: How human actions modify the natural environment.

### COMMON CORE STANDARDS:

1. CCSS.ELA-LITERACY.RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
2. CCSS.ELA-LITERACY.RH.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
3. CCSS.ELA-LITERACY.RH.9-10.7
4. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

### TENNESSEE GEOGRAPHY STANDARDS:

1. 1.2 Students will understand the relationship between physical environments and culture.
2. 3.5 Students will understand that common physical, biological, and cultural characteristics create regions.

3. 3.8 understand how human systems modify the physical environment.

**GRADE LEVEL:** High School (9<sup>th</sup> - 12<sup>th</sup> grade)

**GEOGRAPHIC SKILLS:**

1. Utilizing Geographic Vocabulary
2. Analyzing Geographic Information

**CROSS-CURRICULAR FOCUS:**

1. Reading and writing skills employed in an AP Human Geography classroom.

**TIME:**

1. 10 days (1-2 class periods for each unit of the AP Human Geography course).
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**DAY 1**

**TOPIC: Thinking Geographically**

**LESSON TITLE: Mapping the United Arab Emirates**

**LESSON OBJECTIVES:** Students will use map analysis skills to examine a variety of maps related to the United Arab Emirates and draw conclusions about the physical and political geography.

**VOCABULARY CONNECTIONS:**

- |   |   |
|---|---|
| 1. Map scale                                    | 3. Perceptual/formal/functional regions |
| 2. Map types (thematic, cartogram, dot, etc...) | 4. Situation                            |
|   | 5. Arithmetic Density                   |

**TIME:** One 45-minute class period

**MATERIALS:**

1. "Mapping the UAE" Student Worksheet
2. UAE Power Point

**PROCEDURE:**

1. Announce to students that over the next 7 days they will review for the AP Human Geography exam by taking a look at the United Arab Emirates as a key case study and "real world" example of key concepts covered in the class.

**Opening Activity:**

1. To engage students in the focus of the lesson and attract their interest, tell students that before they take their "journey" through the UAE they are going to review current news

from the country. Provide them with the following three recent “headlines” from the UAE and ask them to answer the subsequent question, “Based only on these headlines, what can you learn about the UAE? Write a list of as many pieces of information as you can gather.”

- a. **Headline #1:** “Why Dubai is Growing So Fast— And May Eventually Slow Down”  
(From National Geographic Online: <http://onward.nationalgeographic.com/2014/09/10/why-dubai-is-growing-so-fast-and-may-eventually-slow-down/>)
  - b. **Headline #2:** “What’s a Lake Doing in the Middle of the Desert?”  
(From NPR: <http://www.npr.org/2012/10/26/163723606/whats-a-lake-doing-in-the-middle-of-the-desert>)
  - c. **Headline #3:** “UAE Move to Protect Migrant Workers”  
(From Human Rights Watch: <https://www.hrw.org/news/2015/11/01/uae-move-protect-migrant-workers>)
2. After students finish writing their responses to the headline activity conduct a discussion about their “findings”. (Possible student responses may include, “There is something about Dubai that is attracting a lot of people or investment “ or “There is something strange about this particular lake in the UAE, “ or, “The UAE must attract a lot of migrant workers if they have to do something to protect them”).

#### **Main Activity:**

1. During this part of class students will observe a series of maps related to the UAE.
2. Pass out the UAE Maps Student Worksheet and have students work in teams to discuss the 5 maps. (It may be helpful to use the maps included in the power point in order to give students a better view of the small lettering).

#### **Closing:**

1. Have students create a T-Chart with “Advantages” on one side and “Disadvantages” on the other side. Have them discuss and write down the advantages and disadvantages of the absolute and relative location of the UAE.
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### DAY 2-3

#### **TOPIC: Population and Migration**

#### **LESSON TITLE: UAE Population Fundamentals**

**LESSON OBJECTIVES:** Students will explore the 2017 World Population Data Sheet to compare population statistics for the UAE (an MDC) with population statistics of an LDC of their choice.

#### **VOCABULARY CONNECTIONS:**

1. Infant Mortality Rate
2. Death Rate
3. Birth Rate
4. Dependency Ratio
5. Life Expectancy

**TIME:** 1-2 45 minute class periods

**MATERIALS:**

1. 2017 Population Fundamentals (either printed off or accessed in PDF format)
2. UAE Population Fundamentals student worksheet

**PROCEDURE:**

1. Announce to students that over the next two days they are going to compare population statistics between an MDC (the United Arab Emirates) and an LDC of their choice.

**Opening Activity:**

1. To engage students in the focus of the lesson show students a population pyramid of the United Arab Emirates as ask them to hypothesize about why it looks the way it does. (*A large migrant workforce*).

**Main Activity:**

1. During this part of class students will use the 2017 Population Fundamentals pdf and the Population Fundamentals Student Worksheet to compare the UAE with an LDC of their choice. Note: it is recommended to have each student in the class choose a different LDC.

**Closure:**

1. In small groups have students complete a T-chart comparing the major population differences they noticed between an MDC (the UAE) and the LDCs they studied.
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**DAY 4-5**

**TOPIC: Cultural Patterns and Processes**

**LESSON TITLE: Discovering the Culture of the UAE**

**LESSON OBJECTIVES:** The purpose of this assignment is to help students review key terms through exploring “real world” relevant examples from the United Arab Emirates. This will help students on the AP test by providing them with one country they know they can draw from for examples and explanations.

**VOCABULARY CONNECTIONS:**

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|------------------------|--|
| 1. Culture             | 8. Cultural landscape                      |
| 2. Material Culture    | 9. Cultural ecology                        |
| 3. Nonmaterial Culture | 10. Folk Culture                           |
| 4. Acculturation       | 11. Folklore                               |
| 5. Assimilation        | 12. Popular Culture                        |
| 6. Cultural core       | 13. Formal culture region —core, periphery |
| 7. Cultural periphery  | 14. Functional culture region —node        |

15. Vernacular culture region  
(perceptual)—regional self-awareness

16. Expansion diffusion—(hierarchical,  
contagious, stimulus)

17. Relocation diffusion

**TIME:** 2-45 minute class periods

**MATERIALS:**

1. Culture Project Student Worksheet
2. Access to the Internet

**PROCEDURE:**

1. Provide each student with a copy of the Culture Project Student Worksheet

**Opening Activity:**

1. To engage students in the focus of the lesson ask students if they know anything about the culture of the UAE (clothing, food, education, values, etc...). Have them write down their answers (they will come back to this at the end of their research to see if their cultural understanding of the UAE was confirmed or changed).

**Main Activity:**

1. During this part of class students will use the Internet or school databases to do research on the United Arab Emirates and connect specific cultural elements from the country to key concepts from the “Culture” unit.

**Closure:**

1. Have students summarize, in one paragraph, what stood out to them as they researched the culture of the United Arab Emirates. Have students go back to their list of cultural elements of the UAE from the beginning of the lesson. Were they correct about their assumptions about culture in the UAE or were they wrong?

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**DAY 6**

**TOPIC: Political Geography**

**LESSON OBJECTIVES:** Students will research the political geography of the United Arab Emirates and apply key political geography vocabulary and concepts to the UAE.

**VOCABULARY CONNECTIONS:**

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|---------------------------|------------------------------------|
| 1. Territorial morphology | 6. Positional/locational disputes  |
| 2. Centrifugal force      | 7. Functional/operational disputes |
| 3. Centripetal force      | 8. Allocational/resource disputes  |
| 4. Federal state          | 9. Core vs. Capital relationship   |
| 5. Unitary state          | 10. International Organization     |

**TIME:** 45 minutes

**MATERIALS:**

1. Internet Access
2. UAE Political Geography Chart OR UAE Political Geography Report
3. UAE Political Geography Rubric

**PROCEDURE:**

**Opening Activity:**

1. To engage students in the focus of the lesson create a KWL chart (Know, Want to Know, Learned) regarding the political geography of the UAE.

**Main Activity:**

1. During this part of class students will either do the Political Geography Chart (easier) or the UAE Political Geography Report (more challenging) based on teacher discretion.

**Closure:**

1. Have students create a draft email to one of the ministers in the government of the UAE (perhaps the minister of happiness☺?) and ask questions about 3 things they would like to know about the government of the UAE.
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**DAY 7**

**TOPIC: Industrialization and Economic Development**

**LESSON TITLE: "Thinking like an Explorer"**

**LESSON OBJECTIVES:** In this lesson students are introduced to some of the key people and institutions that have made a huge difference in the development of the United Arab Emirates (modern day "Explorers"). They will then be asked to think about what explorers inspire them.

**VOCABULARY CONNECTIONS:**

1. Development
2. Measures of Development
3. Technology Transfer

**TIME:** 45 minutes

**MATERIALS:**

1. UAE Power Point
2. "Thinking Like an Explorer" Student Worksheet
3. Lesson Resources document

## **PROCEDURE:**

### **Opening Activity:**

1. To engage students in the focus of the lesson ask them, "What does it mean to be an explorer?" Write down student answers on the board.

### **Main Activity:**

1. Using the UAE power point and Lesson Resources document provided talk to students about innovators and leaders in the United Arab Emirates who have helped lead the country to many great achievements (in Space, education, technology, transportation, etc...).
2. Have students do research on an explorer of their choice in the spirit of what they learned about innovative leaders in the UAE.

### **Closure:**

1. Have students share their Explorer assignments with the class.
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## **DAY 8-9**

### **TOPIC: Cities and Urban Land Use**

### **LESSON OBJECTIVES: Story Maps Assignment**

#### **VOCABULARY CONNECTIONS:**

- |                     |                        |
|---------------------|------------------------|
| 1. Spatial Analysis | 5. Globalization       |
| 2. Cityscapes       | 6. Metropolitan area   |
| 3. Commuter zone    | 7. Planned Communities |
| 4. Emerging cities  | 8. Urban growth        |

**TIME:** 2-45 minute class periods

#### **MATERIALS:**

1. Computers with Internet access
2. Lesson 7 Student Worksheet

## **PROCEDURE:**

1. Announce to students that today they will be creating a Story Map using Esri to illustrate the growth and innovation of the cities of Abu Dhabi and Dubai.

### **Opening Activity:**

1. To engage students in the focus of the lesson show them the power point slides relating to the growth of Dubai in the United Arab Emirates and use the photos as an opportunity to discuss what kinds of things must be in place for a country to make such incredible growth in such a short amount of time (answers may include investment, capital, vision, technology, an educated work force, labor, etc...)

**Main Activity:**

1. During this part of class students will use computers and the Esri platform to create a story map of the growth in cities in the UAE. (Note: all instructions are on the student worksheet for Lesson #7).

**Closure:**

1. Students will share their Story Maps with each other. Have students discuss as a class what they learned from looking at their peers' Story Maps.
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**APPENDIX**

**Extension Activities:**

1. Encourage students to compare the UAE with another country throughout each day. For instance, have students compare population pyramid data on Day 2 with that of the United States or another country of their choice and make predictions about why the pyramids of each country look the way they do.
2. In Lesson 3 about the culture of the UAE students could have a day to celebrate the food and culture of the United Arab Emirates (and the greater Arabian Peninsula) by posting some of the pictures they found during their research and share foods (material culture) from the region.
3. (History connection) In Lesson 7 students could create a historical Story Map of the United Arab Emirates and document the incredible changes in the last 50 years.

**Resources:**

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Peters, M. (2016, February 11). UAE Names Minister Of Happiness. Retrieved May 09, 2017, from <http://www.npr.org/sections/thetwo-way/2016/02/11/466441262/uae-names-minister-of-happiness>

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